

RECORD OF THE REGULAR MEETING OF THE BROOKLINE SCHOOL COMMITTEE HELD ON **THURSDAY, NOVEMBER 10, 2016** AT 6:00 PM IN THE JAMES F. WALSH SCHOOL COMMITTEE ROOM, 5TH FLOOR, TOWN HALL. STATUTORY NOTICE OF THIS MEETING WAS FILED WITH THE TOWN CLERK.

School Committee Members Present: Ms. Ditkoff (Chairman), Mr. Pollak (Vice Chairman), Mr. Chang, Ms. Charlupski, Mr. Glover, Dr. Jackson, Ms. Stone, and Ms. Stram. School Committee Members Absent: Ms. Scotto. Also Present: Mr. Bott, Ms. Dunn, Ms. Gittens, Mr. Zimmerman, Mr. Lummis, Ms. Jennings, and Ms. Coyne.

Others Present: Scott Butchart, Elaine O'Sullivan, Jonathan Levi, and Philip Gray.

1. ADMINISTRATIVE BUSINESS

a. Calendar

Ms. Ditkoff called the meeting to order at 6:00 PM. She noted upcoming events on the calendar.

2. SUBCOMMITTEE REPORTS

a. Finance

Ms. Stram reported that the Finance Subcommittee will be meeting on November 15, 2016. The agenda will include further review of the FY 2016 4th Quarter Financial Report, presentation of the FY 2017 1st Quarter Financial Report, and preliminary review of the FY 2018-FY 2021 School Financial Projections.

b. Capital Improvements

Mr. Pollak reported that the Capital Improvements Subcommittee will be meeting on November 18, 2016. The agenda will include a Capital Improvements Program (CIP) update for the 9th School and Brookline High School (BHS) Expansion, Building Department detail of CIP requests for FY 2018, a Building Report Card update, an Enrollment Working Group update, and 9th Elementary School and BHS Building Committee Reports. Mr. Pollak attended the last Building Commission meeting. The Devotion project is on time and on budget. Last night, he attended a Transportation Board community meeting on Woodland Road traffic mitigation.

c. Curriculum

Ms. Charlupski reported that the Curriculum Subcommittee met on October 19, 2016 and heard a presentation on the draft Brookline High School (BHS) Education Plan. The Subcommittee will be meeting on November 17, 2016. The agenda will include BHS Education Plan review and an introduction to the 9th School Education Plan.

d. Government Relations

Ms. Stone had nothing to report at this time.

e. Policy Review

i. Proposed Public Schools of Brookline Policy on Naloxone (also known as Narcan) Use in the Public Schools of Brookline (1st Reading)

Dr. Jackson presented the proposed PSB Policy on Naloxone (also known as Narcan) Use in the Public Schools of Brookline (Attachment A). The proposed policy calls for a system-wide plan for addressing potential life threatening opioid overdose reactions, with the coordinator of School Health Services responsible for the development and implementation of the Naloxone administration program in the school setting in accordance with state regulations and directives. The policy calls for the plan to include stocking of Naloxone, standing orders for Naloxone, training of nursing staff, integration of opioid overdose-related emergencies into the Building based general Medical Emergency Response Plans, coordination of emergency-related opioid overdoses with local emergency response, and an annual report to the Superintendent. The proposed policy has been posted for Public Comment. The School Committee will be asked to vote on the proposed policy on December 1, 2016. Dr. Jackson asked that School Committee members send her any questions or comments.

ii. Proposed Public Schools of Brookline Prohibition of Hazing Policy (1st Reading)

Dr. Jackson presented the proposed Public Schools of Brookline (PSB) Prohibition of Hazing Policy (Attachment B). The purpose of the proposed policy is to prevent hazing, to stop it if and where it occurs, and to provide guidance to the school community for a comprehensive response to all those affected by hazing. The proposed policy includes the following sections: Definitions, Prohibition, Reporting of Hazing, Participation in Hazing, and Student Handbook. The proposed policy has been posted for Public Comment. The School Committee will be asked to vote on the proposed policy on December 1, 2016. The Department of Elementary and Secondary Education extended our deadline for filing the policy with the state. Dr. Jackson asked that School Committee members send her any questions or comments.

Dr. Jackson reported that the Policy Review Subcommittee reviewed the above policies on November 9, 2016. The Subcommittee also discussed the proposed PSB Meal Charges Policy, Discriminatory Harassment Policy and Procedures, amendments to the PSB Drug Free Work Place Policy, and the proposed PSB Policy on Substance Use Prevention and Substance Abuse Education. The next meeting of the Policy Review Subcommittee will take place on December 14, 2016.

f. Additional Liaisons and Updates

Ms. Charlupski reported that there will be a METCO 50th Anniversary Holiday Brunch on December 11, 2016 at 10:30 AM at the Quincy Marriot Hotel.

g. Negotiations Subcommittee

Ms. Stone made the following statement:

I am deeply disappointed that, coming on the heels of what many of us consider a devastating presidential election outcome, and after three long mediation sessions, the most recent last night, we have no agreement to boost wages for our classroom and special education Paraprofessionals. I had hoped we would, so that we can move strongly toward solving the core issue of becoming competitive with our neighboring districts for this critical group of staff.

Last night, after our third exchange of proposals through our mediator on the paraprofessional contract, the mediator declared she could not bring the two sides to agreement and that we were at impasse. That ends mediation and initiates the next stage of negotiations called Fact Finding, about which I'm happy to answer questions from the committee.

The community is understandably confused about why after so long, and after reaching agreement with teachers on the critical issues they had raised of preparation time, wages, and teacher voice in educational decision-making that we seem to be so far from bringing this too-long negotiation to a conclusion. I am confused as well, especially about why with hundreds of thousands of dollars on the table for paras, proposals that go beyond the increases already agreed to for teachers, and key issues of competitiveness of wages addressed, the Brookline Educators Union (BEU) leadership has consistently chosen needlessly to draw out negotiations with budget-busting demands that serve neither BEU members nor the students of Brookline. When BEU leadership repeatedly counters our proposals with wage proposals dramatically outside the bounds of the budget dollars we received from the 2015 override, the School Committee has no choice but to say no. There is no pot of gold on the mysterious 7th floor of Town Hall. We do not have slush funds. We have the dollars that the voters have entrusted to us, and we are trying very hard to allocate those fairly and well to address real issues in the teacher contract, the para contract, and the Unit B contract.

The BEU president seems to think that if she says no enough times, and calls us enough names, we will promise to spend dollars that we do not and will not have and that we will do so while accepting the BEU's rejection of almost every proposal from the School Committee's side that we have made to move the system toward more efficient, more responsive, and more reliable service for our kids.

I know that the BEU president has told her members and the public that we are locked in a battle for decent wages, that the School Committee is intransigent in its determination to strangle its staff and deny them humane working wages and conditions, that we won't even consider an annualized salary for paras of \$20,000. Although there is not an ounce of truth in those statements, the public is welcome to believe what it likes. But I am dispirited by it when I know what has actually been offered and to date rejected by the BEU on behalf of its hard-working members.

The School Committee came into these negotiations with the stated objective of raising wages for classroom paraprofessionals and especially those in our special education programs. We heard from the teachers and paraprofessionals as well as from our Superintendent that some of our specialized programs were at risk because we were not able to recruit or retain the paraprofessionals we needed. We need no convincing that this is a priority, and have since last January presented proposals that, while working within the bounds of our budget realities, take strong steps toward addressing this core issue. Indeed, we began that process with the 1-year para agreement in 2014, when paras received a 3% across-the-board increase to the other unit's 2% increase. We have continued in these negotiations to build as many budget dollars into the para contract as possible, especially in areas where they will do the most to improve our competitive standing with peer districts and help us keep those paras here with our kids.

But a battle of words does not get us anywhere except additional skepticism on both sides, so I would like to show the Committee and the community the kind of proposal I am talking about that the BEU has rejected.

*[The remainder of the comments goes with presentation slides (Attachment C).]
The vast majority of our paras are in what we call Schedule 2. Unlike Newton, Lexington, Needham, and many others, Brookline does not have a different schedule for paras who work with a student or students in a regular education classroom and paras who staff our high-need substantially separate programs such as RISE at Runkle.*

A full time Schedule 2 para under today's contract is paid for 6.33 hours (the student and teacher day), and if that para has one year of experience, is paid for 189 days (180 student days, 3 teacher work days, and 6 paid vacation days).

There is no secret to the fact that our current hourly wages are not as high as our competitors, such as Newton.

To address that, our proposal to the BEU would add .40 cents per hour to all steps on the salary schedule 2 retroactive to last year, then add 2% each year to all steps for this year and two more years beyond. In addition, to boost first year salaries even more, we proposed eliminating Step 1 entirely, so everyone starting this year and thereafter would come in at what is now Step 2.

We have also proposed and budgeted to pay full-time Schedule 2 paras for a standard 7 hour day, which recognizes the time some already work before and after students arrive to prepare, work with teachers, or help supervise arrival and dismissal as needed. We have proposed a new time management system that will better schedule their time, and have them account for it so that they can be paid for actual time worked.

If we assume that paras will be paid for 7 hours a day, rather than 6.33, their annualized salary goes up dramatically.

In the case of a first year, step 1 full-time paraprofessional with a bachelor's degree (which most of our paras have), hired in the current school year, that para was hired at \$16.43/hour because we have not yet settled a contract. If the BEU accepted this offer, that same para would immediately increase to \$17.74/hour, actually higher than the equivalent entry salary in Newton, and with an annualized equivalent salary of \$22,725.

But even that doesn't get at a larger problem that we have, which is the much larger differential between what we offer to our paras in specialized programs versus what they can make elsewhere. While other districts address this with different salary schedules, the BEU rejected our offer to restructure that way, so we have offered a different structure that puts us on the road to competitiveness without splitting schedules. We offer a differential (extra hourly wage) payment to those paras assigned to these special programs instead. That additional hourly boost would begin next fall at \$1.00/hour extra, increasing to \$1.25 additional the year after.

Our current problem is obviously bad, and this proposal would only get us so far. Does it get us all the way? No, we do not have the budget for that, but if you consider our hourly wages with the substantial health benefits in Brookline (83% of premiums) versus Newton's 70% and other districts' 70-75%, the hourly wage in Brookline starts being a better relative deal given what it leaves in our staff's pockets at the end of the month. The combination of higher wages with Brookline's benefit package makes us much, much more competitive, and it's important to look at total compensation in this way.

In addition to rejecting these offers that could move the district forward on our priorities, BEU leaders have also refused to schedule a vote on the teachers' agreement settled in September. Not only is such a delay a violation of the laws of good faith bargaining, far more important is that failing to vote that agreement prevents our hardworking teachers from receiving thousands of dollars in back wages that are due to them as soon as they ratify the Unit A agreement, and it prevents the district from moving forward with plans for professional development, curricular planning with the new joint workload committee, and more.

Because the BEU has instead threatened not to take such a vote until other contracts are signed, the School Committee has filed a formal complaint with the Department of Labor Relations today charging them with violating their obligations under good faith bargaining.

The teachers, paras, and most of all the children of the public schools of Brookline deserve better than this. We have had a terrific, positive start to the school year. Settling these contracts and delivering these improved salaries, benefits, schedules, and other contract elements that will improve the quality of our work environment should be the priority.

Thank you for your attention and time, and thanks especially to the team in negotiations and the community for bearing with us. We meet again with the BEU and the mediator on November 22 to see if we can have better luck with Unit B.

3. STUDENT REPORT

Ms. Jennings discussed the aftermath of the election at the high school. The administration and faculty have done a great job providing support to students who may be hurting and fearful and have provided opportunities for student dialogue. The Student Legislature held elections. Ms. Jennings was elected Co-Chair. The Student Legislature is interested in exploring several topics including the student dress code and homework. Students have a new independent feminist student on line publication. Ms. Dittkoff reported that the Brookline High School Expansion Building Committee will include a student representative.

4. SUPERINTENDENT'S REPORT

a. Introduction of 2016 Recipients of the Massachusetts Association of School Superintendents (MASS) Certificates of Academic Excellence

Mr. Bott stated that Brookline High School Dean Scott Butchart and Guidance Counselor Jeanette Lindor are here to introduce the 2016 recipients of the Massachusetts Association of School Superintendents (MASS) Certificates of Academic Excellence, Bailey Dwyer and Chanel Keenan. Ms. Dwyer and Ms. Keenan exemplify the hard work, determination, perseverance, and academic excellence that we value in Brookline. We are proud of their accomplishments and honored to have them represent Brookline. Dean Butchart then introduced Ms. Dwyer, reading a statement prepared by Guidance Counselor Kathleen Whelan. The statement read, in part, that *Ms. Dwyer stands out as an inspiration and one of the most persevering, committed, and hard working students with whom I have worked. She has excelled in rigorous schedules of advanced level classes throughout high school, continually giving one hundred percent of herself to produce outstanding result...She is kind to all, incredibly hard working, and innately bright.* Ms. Lindor then introduced Ms. Keenan, with a statement that read, in part, that *Chanel has made an impression on our BHS community as someone who is hard-working, a fighter, optimistic and resourceful, all while being humble and having a sense of humor. Chanel is the epitome of what a BHS Warrior should be and is one of the most amazing students I have had the pleasure of getting to know in my 15 years as a counselor...Chanel is a superstar and I am excited to hear about the great things she will accomplish in her lifetime.*

b. General Report

Mr. Bott provided the following report:

Public Schools of Brookline (PSB) Professional Development Day

On Election Day, we had a remarkable day of professional development that brought together the entire PSB community. This day was one where collectively we committed to the shared and critically important goal of breaking the cycle of racism in our schools. My introduction to the day included the following statement which I share tonight with the School Committee:

It is my distinct pleasure to stand here before the 1000+ educators of the Public Schools of Brookline, gathered here at Brookline High School (BHS), to welcome you

for what I expect to be a remarkable and transformative day for our schools and for our community.

Over the past several years, our national dialogue has laid bare the deep divisions in our increasingly diverse country. The challenges faced by students throughout the country and by our students here in Brookline have not been openly discussed nor fully understood. And unfortunately, the gravitational pull of polarized rhetoric has prevented communities from working together to openly and honestly address and tackle these challenges.

As I stated in my letter to you last week, there are many forces acting within and upon the lives of our students. Today we work together as an entire community and begin to understand more deeply how one of these forces, racism, affects our students throughout their lives.

On this election day, in a year where so few of our political leaders have taken a stand on the right side of right, we the PSB are committing as an entire community to work together to become interrupters of the cycle of racism. The collective force of our individual actions, the actions of our school teams, and the actions taken by our entire district can be the interrupters that break this cycle which has for so long affected the achievement of our students. Together we are taking a stand, with today as only one step in what will be a long standing commitment of our district to provide the time, resources and supports necessary to maintain these efforts and to see this work through. Together we can achieve all that we envision for all of our students. Today, together, we make a powerful statement that we will no longer accept differentiated and inequitable outcomes for our students; that we believe in the abilities of all our students and we commit to ensuring all our students have the opportunities and supports needed to reach their fullest potential; and that we commit to combating the invisible forces that for too long have disproportionately impacted so many students in our schools.

Dr. Beverly Daniel Tatum began the day with a keynote address in which she explained the cycle of racism, described the forces that reinforce and strengthen this cycle, and identified the ways in which we can act as interrupters of this cycle. There was incredible power and hope in her message. Following Dr. Tatum's keynote, over 70 PSB educators led breakout sessions to discuss her message, process the ideas presented, and begin discussing the ways we can become interrupters in this cycle.

Following the breakout sessions, educators returned to their schools and engaged in work designed to lead into the next steps in this work. As I said in my introduction, our commitment to continuing this work is ongoing and unwavering and we will make available the necessary time, resources and support to ensure its long term effectiveness and the success of all our students.

I must thank Gabe McCormick for his incredible work and leadership in making this professional development day a success. From coordinating all the logistics, to developing and delivering training to all 70+ breakout facilitators, to supporting principals in their school based session planning, Mr. McCormick was instrumental in ensuring this was a powerful and successful day for our entire community.

BHS Identity Curriculum Update

I would like to update the Committee on the ongoing work at BHS that is connected to the BHS Identity Curriculum work happening this year.

The Identity Curriculum is based on four pillars: student learning and curriculum development; faculty and student collaboration; community engagement; and faculty learning together. Based on these four pillars, the following additional work has been launched under the leadership of Dean of Faculty Jenee Ramos and Associate Dean Brian Poon.

Race and Equity Team Leaders

Linked to the Identity Curriculum elements of race and identity, six educators will function as team leaders of Collaborative Learning Teams. These teams will consist of cross-disciplinary faculty members meeting two times per month, working together under the conviction that the key to improved learning for students is through continuous job-embedded learning for educators. They will plan, discuss and evaluate Identity Curriculum units in each subject area; hold open conversations with students to hear what students are thinking about or wrestling with related to race and culture; and participate in the facilitation of department meetings, faculty meetings and Brookline community events related to race and identity.

Diversity Recruitment, Hiring, and Retention Professional Learning Teams

Three teams of cross-disciplinary faculty members will work together to: develop professional development around issues of inclusion, diversity and equity; engage in action work in conjunction with the district Human Resources team around increasing the diversity of our High School educators; and participate with K-8 schools in similar system-wide work.

Department and Disciplinary Research and Pedagogy

The Dean of Faculty will meet with all department and program coordinators and their teams, working to determine areas of disciplinary and/or pedagogical professional development for individuals within the department or for the entire departmental team.

Response to Intervention (RtI)/Multi-Tiered Support Systems (MTSS) Leadership Work

Two teams will be established to complement the ongoing Dean and Guidance Department work on Early Warning Systems and Student Intervention Teams. One team will focus on learning about and educating faculty on Tier 1 instructional strategies. The second team will focus on planning for a more robust, skills-based and co-taught Tutorial Plus model for roll out in 2017-2018.

Professional Development Study and Planning Team

A team will be established to discuss professional development at BHS and to make recommendations for areas of focus for the 2017-2018 school year.

I cannot thank enough Deans Ramos and Poon for their incredible leadership in this work. Their leadership and the overwhelming support of the BHS team for this work is having a significant positive impact on the entire BHS community.

Grade Level Release Days Grades 1-5

As of today, grades 1, 2 and 3 have participated in school-based grade level release days. Schools have focused on a range of topics that have been selected based on educator professional development needs, School Improvement Plans and student needs.

A range of school topics were covered across grades in each school including:

- *Culturally Proficient Classroom Instruction; Conversations About Equity and Reflection; and Reviewing Interventions (Heath and Driscoll)*
- *Guided Reading; Looking At Student Work; Differentiation; Project Based Learning; and Crafting Meaningful Extension Activities (Lawrence)*
- *Reviewing Benchmark Assessment System (BAS) data and using the Literacy Continuum to identify reading behaviors to target via strategies such as interactive read alouds and Guided Reading; and Math Stations (Lincoln)*
- *Using BAS data to identify high leverage reading strategies for implementation, as well as continued implementation of Literacy Collaborative (Devotion)*
- *Mathematical Thinking, Number Talks and providing effective feedback to students in math (Runkle)*
- *Positive Behavior Interventions and Support; and Calkins Reading units (Pierce)*

Preliminary feedback from educators suggests that some of the early successes of the school-based release days have been:

- *Time for classroom teachers, school leaders and specialists to learn alongside one another*
- *Targeted professional development based on educator needs and student needs as identified by various data sources (i.e., BAS, MCAS, Beginning-of-Year Assessment-BOYA, anecdotal observations of student learning)*
- *Ability to implement creative means of collaborating—for example, Heath and Driscoll coming together for joint professional development to learn best practices beyond the walls of individual schools*
- *Sessions facilitated by school math and literacy specialists who know the context of each school and serve as a resource in the school for continued work beyond the release day*

At the conclusion of the School Year 16-17 Release Days we will solicit feedback from educators as to what worked, areas for improvement, and suggested next steps.

Kindergarten Release Day

This year, Kindergarten Release Days remained district based due to the need for Kindergarten teachers to collaboratively review the use of paraprofessionals in their classrooms and discuss possible alternatives for paraprofessional staffing. This is in response to the discontinued Department of Elementary and Secondary Education (DESE) funding of kindergarten paraprofessionals in every classroom.

Kindergarten teachers consistently identified the following as key responsibilities of paraprofessionals across the district:

- 1. Given that Kindergarten may be a child's first experience in the PSB, paraprofessionals support all students, including those who may have undiagnosed needs and require additional support*
- 2. Paraprofessionals support differentiation of classroom instruction via small group work*
- 3. Thinking about students developmentally, paraprofessionals support the social emotional development of students by helping to build student independence*

In addition to this initial work, the Kindergarten teachers also:

- Identified effective literacy strategies that addressed concepts of print, phonemic awareness, early reading skills, and early writing skills. This discussion was helpful in giving us a sense of the areas where additional support is needed and identifying pockets of successful work that need to be expanded and shared throughout kindergarten classrooms (i.e., need for sequential phonemic instruction, many teachers asking for Foundations to do this work)*
- Reviewed the Science "Structures" unit that several teachers from across the district collaborated on to create an interdisciplinary unit. Teachers and K-8 curriculum coordinators shared resources linked to this unit, brainstormed additional resources together and discussed next steps for the collaborative development of more interdisciplinary units.*

The feedback on the day was incredibly positive. With one teacher explaining, "It has been a LONG time since our kindergarten voices had been invited to the table. I hope that our concerns and feedback are taken into consideration when making decisions that will impact our students and our teaching. Thank you for a well-structured, well-planned, well-executed learning experience. Thank you for respecting and valuing our expertise and for helping spark a new wave of excitement." This sentiment was repeated throughout the feedback. The day was facilitated by Regina Watts and Lesley Ryan Miller. Regina, Lesley and Vicki Milstein are meeting to discuss plans and implementation of next steps.

School Visits

Since our last School Committee Meeting, I have been able to spend a great deal of time in our schools. These visits have included:

- Lawrence School on 10/24*
- Upper Devotion on 10/26*

- *BHS Language and Academic Home Base (LAHB) Program on 10/27*
- *Heath School on 10/31*
- *BHS on 11/1*
- *Brookline Early Education Program (BEEP) and K @ Heath and Runkle on 11/7*
- *Lincoln on 11/10*
- *BHS History Department on 11/10*

In each of these visits, I saw our students engaged in incredible learning. Some examples of this great learning included:

- *In a 7th grade history class at Upper Devotion, students were trying to build irrigation systems based on what they had learned about irrigation systems in the ancient world. This was a true project based learning assignment that incorporated, into one lesson, the learning of content skills, problem solving, engineering/design, application of analytical skills, and practice working successfully with a team. I also observed similarly impressive and high quality project based learning in Upper Devotion English, Math and Science classes.*
- *In the BHS LAHB program, there was a deep level of support, tailored to the specific needs of the students in the class, ensuring that all students were working on challenging and engaging assignments while receiving the supports needed to be successful in their work. Of particular note in the LAHB class was the depth of knowledge the team of educators had about the individual learning styles of their students. This powerful connection plays a critical role in the success of students in this BHS program.*
- *At BHS on November 1, I had the opportunity to spend time in a Chinese I class, a physics class, and a dance elective. Across this diverse range of classes, I saw the same level of engagement and high levels of student learning. In all classes students were learning complex and challenging new skills. In Chinese I, it was the conversations held by the students and the stories their teacher told to help them remember how to write new characters. In dance, it was the individual guidance and the whole class support students received. And, in physics it was the design challenge students who worked together to solve the problems, reflect on the successes/lessons learned from testing their solutions to those problems, and the integration of physics across all aspects of the assignment.*
- *On November 7, I had the opportunity to visit BEEP and Kindergarten classes at Heath and Runkle. Heath students across classes were voting for their favorite pets, ice cream flavors, and sports. In KF, an entire polling station was built and students were explaining, to each adult who came into the room, both the voting process and the way in which votes are tallied at the conclusion of the day. I had the opportunity to observe students reading Stone Soup, other students working in a variety of centers, and still other students participating in whole class meetings. Across each of these early childhood classes, the learning was exceptional.*
- *Earlier today I had the privilege of observing a science experiment at Lincoln School and I was also able to visit social studies classes at BHS. At Lincoln, 6th grade students were creating real clouds in an experiment designed to replicate the water cycle. Not only did students create clouds by recreating the cycle of*

evaporation and condensation that takes place in our atmosphere, more importantly they were able to explain the entire process in detail and explain ways that changes to any of the variables would impact the outcome of their work. At BHS, 9th grade students were learning about Buddhism, and in each of the 10th grade classes I visited students were learning about and discussing the Industrial Revolution.

- *In addition to the above detail, I spent time at both Heath on Monday, October 31st and Lawrence on Monday, October 24th visiting a variety of classes across the grades in each school. At Lawrence visits ranged from first grade classes engaged in literacy work to middle school science classes where students were working together to present their learning. At Heath my time in classes included first grade math instruction, observing each of the 5th grades, and joining a 7th grade English class. In both schools the commitment and enthusiasm of educators was clear, and students were engaged in their learning across both schools. Even the Halloween holiday, with many teachers in costume, did not distract students in the 1st, 5th and 7th grade classes from the goals of the day.*

I include this level of detail, along with the description of the release day work, to capture the strength of the Public Schools of Brookline and the commitment of every member of the PSB team to the success of our students. These visits are also critical in my work and my clear goal of aligning the resources, supports and structures of our district in ways that best support principals and teachers in their work on behalf of our students.

Senior Leadership Priorities

At the October 20, 2016 School Committee Workshop, the Committee requested additional and more specific information on evidence of progress and deliverables for district priorities. Included with this report is a revised document that includes this requested information. Senior Leadership will report to you the progress we are making on these priorities twice this year: in March and at the end of the school year.

Included in this revised document are two additional lists. These lists include the ongoing high priority operational and strategic tasks for district leadership and 2016-2017 tasks for School Committee.

5. PRESENTATIONS AND DISCUSSIONS OF CURRENT ISSUES

a. FY 2017 Hiring and Diversity Profile

Director of Human Resources Elaine O'Sullivan presented a report on the FY 2017 Hiring and Diversity Profile (Attachment D). The Public Schools of Brookline (PSB) are required to prepare annual Equal Employment Opportunity Commission/Office for Civil Rights (EEO-5) reports and Massachusetts Department of Education Education Personnel Information Management System (EPIMS) reports. Ms. O'Sullivan then provided an overview of FY 2017 hiring.

<i>Employee Group</i>	<i># of Color</i>	<i># of White</i>	<i>% of Color</i>
<i>Administrators/Unit B</i>	<i>2</i>	<i>1</i>	<i>66.67%</i>
<i>Teachers/Unit A</i>	<i>20</i>	<i>62</i>	<i>24.39%</i>
<i>Paraprofessionals</i>	<i>26</i>	<i>97</i>	<i>21.14%</i>

Females represent 78.1% of the new Unit A hires, while men account for 21.9%.

Overall, the PSB has 873 Unit A members: 104 or 11.91% are educators of color; 81% are female and 19% are male; average amount of experience is 9 years.

Comparison information:

<i>District</i>	<i>% Educators of Color</i>
<i>Arlington</i>	<i>8.6%</i>
<i>Brookline</i>	<i>11.8%</i>
<i>Lexington</i>	<i>9.3%</i>
<i>Needham</i>	<i>6.6%</i>
<i>Newton</i>	<i>11.0%</i>
<i>Wellesley</i>	<i>7.4%</i>
<i>Weston</i>	<i>11.8%</i>

Cambridge reports 22.9% educators of color. Boston did not report for 2015-2016. Overall, Massachusetts reports 8.7% diversity among educators.

Generally speaking, roughly 5% of the teaching staff turns over every year. About 1/3 of the paraprofessional staff positions turn over. A five-year analysis of educators of color shows that the PSB retained 62.1% of those hired over that period of time.

I still believe that the PSB's diversity recruiting efforts will benefit from the PSB focusing internally over the next few years. Job postings need to reflect the PSB's commitment to diversity in the affirmative action statement and in specific job responsibilities. Search committees should be trained to avoid pitfalls and should be diverse in composition. Candidates should be asked questions that speak to the PSB's core values and should be prepared to answer how they can help adhere to those values.

The PSB should continue its external efforts and "partnerships." Additionally, the PSB would benefit from posting jobs earlier and should consider district-wide postings, rather than school-by-school postings. The High School administrators' commitment to diversity recruiting yielded results. I look forward to their continued efforts as well as those from the elementary schools.

In response to a question from Dr. Jackson, Ms. O'Sullivan discussed how her office has worked to increase understanding of why this work is important and has tried to be a resource to the schools. Applicant pools are monitored very closely. We tend to

hire people we have worked with, and in the past, our interns and student teachers were not as diverse as we would have like. We have engaged in programs and partnerships to change this.

b. Massachusetts Accountability and Assistance System – Level Determinations

Deputy Superintendent of Teaching and Learning Nicole Gittens provided an overview of the Massachusetts Accountability and Assistance System-Level Determinations (Attachment E). She reviewed charts that showed Brookline K-8 Schools and Brookline High School MCAS English Language Arts (ELA), Math and Science Proficiency for all students, by race/ethnicity, for students with disabilities, for English Language Learner (ELL) students, by economic status, and by race/ethnicity and economic status. Ms. Gittens noted the persistent achievement gaps for students in the various sub-groups, but particularly for our African-American students. She noted that economically disadvantaged Asian, White and Multi-Race students outperformed non-economically disadvantaged Black/African American students on the MCAS ELA and Math assessments.

The administration is sharing more detailed MCAS data with school leadership earlier in the year (2011-2016 aggregate data shared by beginning of September; disaggregated by race, socio-economics, English Language Learner-ELL status, and Students with Disabilities-SWD status; grade level results across all performance bands from 2011 through 2016; internally identified every student by name in each school who got a Needs Improvement or Warning on any test).

Actions we are taking now include: work with principals, vice principals, and coordinators on instructional leadership; shift district-led release days to be principal and school-led so they are more relevant to teachers, support teacher needs and allow for each school's context; share more student learning data with schools and taking first steps on helping them work with their faculty on using data to improve student outcomes; develop coherent, year-long approach to professional development for all staff; align work between the Office of Teaching and Learning and Office of Student Services on supporting staff and supporting students. Building for the long term, we will create a plan for prioritizing and staging the many steps to develop a system and culture that focuses on strengthening instruction and high-impact intervention. Goals for long-term work balance coherence with autonomy: common goals and expectations; common student outcomes; common planning and assessments; increased Tier 1 instructional practices; and increased focus on meeting specific goals.

In response to questions from School Committee members, Ms. Gittens went into more detail on how this approach is being rolled out to the schools. She noted that MCAS is one of many measures used by the district, and as Dr. Jackson noted at earlier meeting, MCAS is not designed with individual student growth in mind; rather it is designed to provide systemic understanding of performance in a district for groups of students and can help us learn what our system needs to do to improve.

6. PUBLIC COMMENT

Many educators, parents, and members of the community spoke in support of a fair contract for the paraprofessionals who work in the Public Schools of Brookline (PSB). Speakers included: President of the Brookline Educators Union (BEU) Jessica Wender-Shubow, Jeremy Bloch, Stephen Okawa, Kiernan Bagge, Ronald Cross, Valerie Frias, Charlotte Craig, Daniel Debowy, Kat Bowditch, Cathy Stahl, Melissa Castro, Geri Bell, Kirsten Alper, Susan Gold, Jane Leo, Bob Thomas, Creighton Jones, Alan Hochberg, Pam Palmucci, Becca Wefald, Janice McKeown, Courtney Kelly, Corey, Bob Miller, Alison Behr, Bruce Mallory, Jesse Kirdahy, and Sally Hu.

Dr. Wender-Shubow presented approximately 1,000 cards from Brookline educators pledging *to support their paraprofessional and administrator colleagues in their fight for a fair contract that will provide a living wage and create manageable workloads*. She stated that the BEU is interested in finding common ground, but does not want a two-tiered system for paraprofessionals. Speakers stated that the PSB paraprofessionals are underpaid at the bottom and top levels and that neighboring communities such as Newton and Boston pay more; want to ensure that PSB paraprofessionals earn a living wage and can pay their living expenses; many are still paying off college loans and many work second and third jobs; the paraprofessionals work with our most vulnerable students and work with up to 60 students during a day; low wages make it more difficult to hire and retain qualified, trained staff and this jeopardizes student achievement; the paraprofessionals are an essential component of our school system and have a very complex job; this is an affluent district and we can do more; we could save money by cutting back on standardized testing and/or administration; budget issues are about choices; the process seems unnecessarily rigid and divisive; we will need to work together on overrides/debt exclusions; our specialized programs such as RISE rely on the support of paraprofessionals; our paraprofessionals are highly trained and educated, many have Masters Degrees and are licensed teachers; without paraprofessionals, our students will not reach their Individualized Education Plan (IEP) goals; people move to Brookline for our specialized programs; the teachers could not do their jobs without the support of paraprofessionals; it is difficult to feel appreciated and valued when the wages are so low; their work contributes to keeping students in district, which saves money; their work is so important to achieving the goal of educational equity; turn-over is disruptive for our system and students; it takes considerable time and effort to train new paraprofessionals; we need to engage in creative problem solving and collaboration and present a case to the Board of Selectmen; request that the School Committee not pursue the complaint with the Department of Labor Relations; should provide a paid lunch period; paraprofessionals are educators and should be paid fairly for the important work they do; by law, children are entitled to free appropriate education; providing a living wage is a moral issue; the teachers should be treated with respect.

Scott Murphy stated that he is looking forward to hearing from the students who attended the Minority Student Achievement Network (MSAN) Conference.

7. PRESENTATIONS AND DISCUSSIONS OF CURRENT ISSUES

a. Update on 9th Elementary School Feasibility Process and Timeline

Jonathan Levi, Jonathan Levi Architects, provided an update on the 9th Elementary School Feasibility Process and Timeline (Attachment F). Mr. Levi referred to the schedule of milestones for the feasibility study. Tasks include 1) data collection and discovery (identify site constraints, regulatory risks, scheduling, traffic, complexity and cost factors; include survey, utility analysis, geotechnical report, phase 1 site assessment, and hazmat assessment), 2) visioning and programming (educational plan and space summary approval); and 3) conceptual design alternates (develop three alternative design strategies, preliminary evaluation of alternative design, additional evaluation of revised alternatives, recommendation of preferred solution, and issue preferred schematic report). Mr. Levi noted the meetings to date (staff coordination, curriculum coordinators, school principals, Park and Recreation) and design inputs (Project Oversight Committee and School Department, as well as others including the Parks and Open Space Division, Recreation Department, Transportation Division, Conservation Commission, Preservation Commission, Building Department, Fire Department, and Police Department).

Ms. Dittkoff asked for clarification on School Committee actions needed during this timeline, which goes through the end of feasibility. We want to get information to staff and the architects, but should be mindful of the role of the Project Oversight Committee. The School Department's FY 2018 Capital Improvements Program (CIP) request will include funds for schematic design. The School Committee will be asked to approve the Educational Plan in December and will need to weigh in on whether the school should be designed for three or four sections (could initially be used for three sections and a district-wide program that could free up space in North Brookline). The spaces should be flexible. We would need to consider the pedagogical implications of moving a program.

The School Committee will schedule a workshop to have an in-depth discussion of the options. The School Committee will also be reviewing enrollment projects. We need to understand the demographics and projections for the next five to ten years. The School Curriculum Subcommittee will be discussing the Educational Plan on November 17, 2016. The Plan is scheduled to be presented to the full School Committee on December 1, 2016. The first meeting of the Project Oversight Committee will be on November 30, 2016.

Mr. Levi stated that his preference would be to first look at the site's full capacity, i.e., whether an 800-student school would work (with three options). If not, the designs could be pared back. Mr. Pollak stated that the target is four sections with 21 students per class (756 students), plus Brookline Early Education Program (BEEP). Ms. Stram agreed that we should see what could be built on the site. Mr. Pollak noted that we need to understand the physical differences between the two options, e.g., impact on the numbers of floors and outdoor play space. Mr. Levi and Ms. Dunn reported on collaboration with the Parks and Recreation Departments. Meetings have been

productive and very encouraging. Ms. Gallentine and Ms. Paradis are involved in the planning process for the two projects, including participating in the Staff Working Group meetings. It is important that Parks and Recreation maintain their own separate space, and we will look at drafting formal agreements.

i. Discussion and Proposed vote on the 9th Elementary School and Brookline High School (BHS) Building Committee Structures and Roles

The School Committee discussed Mr. Bott's November 9, 2016 memo regarding the Charges for the 9th Elementary School Building Committee and the Brookline High School Expansion Building Committee (Attachment G). The Committees will serve as advisory committees to the three boards.

Mr. Pollak explained that the membership of the 9th Elementary School Building Committee has been modified since first presented back in May. The proposed Committee now includes two school parent community representatives (School Council or PTO). The membership of the Committee has been identified, with the exception of the parent representatives. The School Committee agreed to vote to approve the charge, structure, and recommended slate of candidates (parent representatives will be voted at a later date).

ACTION 16-72

On a motion of Mr. Pollak and seconded by Dr. Jackson, the School Committee VOTED UNANIMOUSLY to approve the charge and structure for the 9th Elementary School Building Committee and to approve the slate of candidates (School Parent Community Representatives will be voted at a later date).

Building Committee for the 9th Elementary School at Baldwin

There shall be established a Building Committee for the 9th Elementary School at Baldwin. In keeping with recent practice on the Devotion School project, this committee shall be modeled using the MSBA Building Committee guidelines as a starting point. The Committee shall consist of a member of the Building Commission, Board of Selectmen and School Committee, each selected by their designated boards, who together shall serve as co-chairs of the Committee. The other members of the Committee shall be as listed below. The Board of Selectmen, working with the Town Administrator and staff, shall provide candidates to fill the Park and Recreation Commission representative and the two greater Baldwin neighborhood positions. The School Committee, working with the Superintendent and staff, shall provide candidates to fill the two school parent community positions. The Superintendent shall designate the school principal representative. The slate of members shall be ratified by the Board of Selectmen and the School Committee.

<i>Position</i>	<i>Name</i>
<i>Co-Chair - Building Commission</i>	<i>Janet Fierman</i>
<i>Co-Chair – Selectmen</i>	<i>Nancy Daly</i>
<i>Co-Chair - School Committee</i>	<i>David Pollak</i>
<i>Park and Recreation Commission Member</i>	<i>Clara Batchelder</i>
<i>School Parent Community Representative</i>	<i>TBD</i>
<i>School Parent Community Representative</i>	<i>TBD</i>
<i>Greater Baldwin Community Representative</i>	<i>Steven Brooks</i>
<i>Greater Baldwin Community Representative</i>	<i>Blair Hines</i>
<i>Town Administrator or designee</i>	<i>Mel Kleckner</i>
<i>Building Commissioner or designee</i>	<i>Daniel Bennett</i>
<i>Superintendent of Schools</i>	<i>Andrew Bott</i>
<i>Deputy Superintendent of Schools for</i>	<i>Mary Ellen Dunn</i>
<i>Administration and Finance</i>	
<i>Deputy Superintendent of Schools for</i>	<i>Nicole Gittens</i>
<i>Teaching and Learning</i>	
<i>School Principal Representative</i>	<i>AC Sevelius</i>
<i>Project Manager, Building Department</i>	<i>Ray Masak</i>

- *The Building Committee shall advise and support the Building Commission, Board of Selectmen and School Committee in connection with their authority and responsibilities for the construction and alteration of town buildings and structures under Article 3.7 of the General By-Laws of the Town of Brookline. The Building Committee shall also be the main body responsible for engaging and informing the public on the project.*
- *The Building Committee shall work with the Project Manager and consultants in support of the project. The Project Manager shall attend all the meetings of the Building Committee and serve as the Committee's staff person.*
- *The Building Committee shall be concerned with all aspects of the project including budget, schedule, safety, public relations, coordination of town agencies, logistics, and contract compliance.*

The School Committee then discussed the charge for the BHS Expansion Building Committee. Ms. Ditkoff noted the following edit to the second to last line of the first paragraph: "The Superintendent, working with the Headmaster, shall provide candidates to fill the two parent community representatives, the dean representative and the student representative positions."

ACTION 16-73

On a motion of Ms. Ditkoff and seconded by Mr. Pollak, the School Committee VOTED UNANIMOUSLY to approve the charge for the Brookline High School Expansion Building Committee and to approve the structure (representatives will be voted at a later date).

Building Committee for Brookline High School Expansion Project

There shall be established a Building Committee for the Brookline High School expansion project. In keeping with recent practice on the Devotion School project, this committee shall be modeled using the MSBA Building Committee guidelines as a starting point. The Committee shall consist of a member of the Building Commission, Board of Selectmen and School Committee, each selected by their designated boards, who together shall serve as co-chairs of the Committee. The other members of the Committee shall be as listed below. The Board of Selectmen, working with the Town Administrator and staff, shall provide candidates to fill the Park and Recreation Commission representative and the two greater BHS community positions. The Superintendent, working with the Headmaster, shall provide candidates to fill the two parent community representatives, the dean representative and the student representative positions. The slate of members shall be ratified by the Board of Selectmen and the School Committee.

- *1 member of the Park and Recreation Commission*
- *2 persons representing the school parent community (School Council or PTO)*
- *2 persons representing the interests of the greater BHS community*
- *The Town Administrator or designee*
- *The Building Commissioner or designee*
- *The Superintendent of Schools*
- *The Deputy Superintendent of Schools for Administration and Finance*
- *The Deputy Superintendent of Schools for Teaching and Learning*
- *The BHS Headmaster*
- *1 BHS Dean*
- *1 student representative*
- *The Building Committee shall advise and support the Building Commission, Board of Selectmen and School Committee in connection with their authority and responsibilities for the construction and alteration of town buildings and structures under Article 3.7 of the General By-Laws of the Town of Brookline. The Building Committee shall also be the main body responsible for engaging and informing the public on the project.*
- *The Building Committee shall work with the Project Manager and consultants in support of the project. The Project Manager shall attend all the meetings of the Building Committee and serve as the Committee's staff person.*
- *The Building Committee shall be concerned with all aspects of the project including budget, schedule, safety, public relations, coordination of town agencies, logistics, and contract compliance.*

ii. Discussion and Proposed Vote on Filing a Building Permit Application and Demolition Certificate Application for the Baldwin School

Mr. Bott explained that the School Committee is being asked to file a Building Permit Application and Demolition Certificate Application for the Baldwin School. We would like to submit the application early because there typically is a restriction place on the building whereby no work can be done for 1 ½ years.

ACTION 16-74

On a motion of Ms. Charlupski and seconded by Dr. Jackson, the School Committee VOTED UNANIMOUSLY to approve the filing of a Building Permit Application and Demolition Certificate Application for the Baldwin School, as shown in Attachment H.

8. NEW BUSINESS

Ms. Charlupski reported that the EDCO Collaborative Board has reduced next year's district assessments by 50%.

9. PROPOSED EXECUTIVE SESSION

By unanimous roll call vote at 10:40 PM, the School Committee entered into Executive Session for Purpose 3, to discuss strategy with respect to collective bargaining (Brookline Educators Union-Units A, B, and Paraprofessionals; AFSCME, Brookline Educational Secretaries Association; AFSCME, Local 1358, School Food Service Employees; AFSCME Council 93, AFL-CIO Building Service Employees).

10. ADJOURNMENT

Ms. Ditkoff adjourned the meeting at 11:45 PM.

Respectfully Submitted,

Robin E. Coyne, Executive Assistant
Brookline School Committee